

PATHWAY TO CAREERS

Course Title	Recommended Grade Level							Recommended Credit
	6	7	8	9	10	11	12	
Career Choices	x	x	x					N/A
Career Choices				x				½
Career Options: Level I				x	x	x	x	1
Career Networking: Level II					x	x	x	1
Career Work Experience: Level III						x		3*
Career Work Experience: Level IV							x	3*

* High school credit for this course is to be determined at the district level based on the number of hours students are working in business/industry.

Overview of Pathway to Careers

Pathway to Careers is a program area in vocational-technical education which provides a continuum of career education experiences. Career Choices in the middle school is an exploratory course which introduces students to a broad range of career opportunities. For secondary students, Career Options and Career Networking offer opportunities to develop job finding and keeping skills and focus on orientation and exploration in the fourteen career clusters. Upon completion of Career Options and Networking students may select a career major or Career Work Experience to complete his/her program.

Incorporated in the Pathway to Careers curriculum are basic concepts of human relations, life skills, overview of career clusters and opportunities for work-based learning.

These courses are open to all students and provisions are to be made for meeting the diverse needs of all learners. The Pathway to Careers program is based upon needs assessment of students including vocational assessment and Individual Graduation Plans.

CONTINUUM FOR PATHWAY TO CAREERS PROGRAM

6 th , 7 th , 8 th and/or 9 th Grades	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Career Choices *	Career Options (Level I)	Career Networking (Level II)	Career Major: Students may pursue courses in one of the fourteen career clusters. or	Career Major: Students may pursue courses in one of the fourteen career clusters. or
Career Choices *	Career Options (Level I)	Career Networking (Level II)	Career Work Experience (Level III)	Career Work Experience (Level IV)

It is recommended that teachers participate in a workshop designed for Pathway to Careers Program.

It is expected that persons teaching Career Options, Career Networking and Career Work Experience participate in 50 hours of career externship experience in business and industry over a period of five years.

* It is recommended that teachers participate in a workshop designed for Career Choices.

Career Choices

Course Description: This course is designed for middle school students and introduces them to a broad range of career opportunities available in today's society. It includes assessment of students aptitudes and abilities, interests, and learning styles in order to assist them in identifying careers and planning a career path. Instruction will also provide opportunities for student interaction with professionals through field trips, shadowing, and mentoring.

Academic Expectations	Content/Process
	Students will
1.1, 1.6, 2.36	<ul style="list-style-type: none"> develop an awareness of the broad range of career opportunities and introduce them to the career cluster concept.
1.1, 1.3, 2.36	<ul style="list-style-type: none"> demonstrate the ability to use a variety of current labor market information and resources, such as computer software and personal interviews to analyze career opportunities.
1.1-1.3, 2.37	<ul style="list-style-type: none"> identify and apply basic academic skills relevant to the duties of a variety of careers.
2.37	<ul style="list-style-type: none"> demonstrate employability and social skills relative to careers.
2.36	<ul style="list-style-type: none"> identify skills that a variety of careers have in common and that are transferable among many careers.
2.37	<ul style="list-style-type: none"> exhibit productive work habits, attitudes, and social skills.
2.31	<ul style="list-style-type: none"> recognize proper safety standards and hazards associated with duties of a variety of careers.
2.37	<ul style="list-style-type: none"> participate in shadowing and mentoring experiences in the workplace.
2.36, 1.16	<ul style="list-style-type: none"> analyze individual interests, aptitudes and attitudes and relate to career planning.
2.38	<ul style="list-style-type: none"> examine skills that are needed to being accepted into college or other postsecondary training or to get a job.
2.36	<ul style="list-style-type: none"> update Individual Graduation Plan
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> Secretary's Commission Achieving Necessary Skills (SCANS) 	

Career Options - Level I

Course Description: Career Options is a course at the secondary level focusing on orientation to careers. The course is designed for all students, including special populations. Course content focuses on orientation to 14 career clusters, employability skills, self-management and work ethics. Opportunities are provided for the development of problem solving, decision making, reasoning and learning/study skills through school and work-based learning experiences.

Academic Expectations	Content/Process
<p>1.2, 1.4 2.16, 2.37 1.4, 1.11 2.36, 5.1 1.9, 2.36, 5.4 2.36 1.2, 2.8, 2.37 1.1, 1.2, 1.16 1.1, 1.2, 1.9 2.36, 5.1, 5.4 2.38 2.33 1.16, 2.38 2.37, 6.1 2.37, 5.1, 5.5 2.37, 2.38 2.37, 5.1 2.36, 2.37, 5.4 1.2 2.37, 6.1 2.36</p>	<p>Student will</p> <ul style="list-style-type: none"> • explain the purpose of work in society. • explore the role of teamwork. • demonstrate communication skills such as positive criticism, listening, speaking and writing. • assess interest, aptitude and learning styles. • relate assessment results to career planning. • relate desired lifestyle to career decision making process. • explain the concept of career clusters. • explore and practice basic and related skills in each of the 14 career clusters. • determine education or training required in various jobs in the career clusters. • apply mathematic skills in determining wages for various job clusters. • identify basic items a person might need when applying for a job. • demonstrate ability to apply for items such as birth certificate, social security number, high school transcript, WE Card, W-4, and Employment Eligibility Verification (I-9). • identify ways to locate job openings. • demonstrate basic knowledge of applying for a job, including résumé letters of application, job applications, and interviews. • demonstrate appropriate work ethics and work habits in the classroom and in job exploration settings. • identify expectations of employers for employees. • demonstrate grooming practices appropriate for the work place. • demonstrate general on-the-job safety practices. • participate in one or more work-based learning experiences such as job shadowing and service learning. • identify labor laws and regulations affecting students. • demonstrate appropriate safety practices at the job shadowing site. • update Individual Graduation Plan.
<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Secretary's Commission Achieving Necessary Skills (SCANS) • National Occupational Information Coordinating Committee (NOICC) Career Development Competencies 	

Career Networking - Level II

Course Description: Career Networking continues the Career Option course and provides opportunities for exploration of the career clusters with an in-depth focus on two or more clusters. The curriculum includes a continuum of employability and computer skills needed in the workplace. Upon completion of the course, students have an opportunity to select a career major.	
Academic Expectations	Content/Process
1.2, 6.2 1.4, 5.2 2.36, 5.4 2.36 2.38, 5.3 2.38, 5.3 1.12, 2.36 1.16, 2.38 1.16, 2.38 1.11, 2.38 2.38 2.38, 6.3 1.12, 2.38 2.36, 5.3 2.36, 5.3 1.2, 1.3, 6.3 1.16, 6.1 2.37 2.37 5.1 5.4 2.37, 6.3 5.5 2.37 2.37 2.33, 2.18 5.4, 6.3 2.36	Student will <ul style="list-style-type: none"> • identify components of Career Networking course. • explain the role of work-based learning. • use decision-making process in career planning. • review career opportunities in chosen career clusters. • compare and contrast sources used in finding a job. • locate job leads in chosen clusters. • describe occupations in the student's chosen career clusters. • develop a formal résumé for career portfolio. • compose letters to use in seeking or terminating employment. • complete job application, identifying standards by which employers judge applications. • identify documents needed for an interview. • demonstrate techniques used in interviewing. • develop interview follow-up materials. • locate and use local, state and national labor market information. • complete in-depth exploration in two or more chosen career clusters. • recognize the role of technology in current and future job markets. • describe the uses and benefits of the computers in student's chosen career clusters. • demonstrate effective techniques for teamwork. • recognize work ethics needed for success on the job. • develop skills in solving barriers to employment. • recognize health and safety practices in the workplace. • recognize the role of pre-employment testing in the workplace. • identify how unions, professional membership, and labor laws affect employment. • participate in workplace learning such as internship/work experience. • describe workplace evaluation procedures. • develop independent living skills. • identify how family expectations and lifestyles can impact the worker and employer. • identify career expectations and update Individual Graduation Plan.
Connections <ul style="list-style-type: none"> • Secretary's Commission Achieving Necessary Skills (SCANS) • National Occupational Information Coordinating Committee (NOICC) Career Development Competencies 	

Career Work Experience - Level III & IV

Course Description: Career Work Experience is a course at the secondary level focusing on cooperative work experience for students at the 11th and 12th grades. The course is designed for all students, and the Individual Graduation Plan (IGP) will be a useful tool in determining enrollment in the course. Career Work Experience includes a related class and cooperative work experience in business and industry.

Academic Expectations	Content/Process
<p>5.4</p> <p>5.4</p> <p>2.37</p> <p>6.3</p> <p>6.3</p> <p>2.38</p> <p>2.37</p> <p>2.37</p> <p>5.5</p> <p>2.37</p> <p>2.31</p> <p>2.31</p> <p>2.15</p> <p>2.37, 1.11</p> <p>2.37, 2.31</p> <p>2.33</p> <p>6.2, 2.8, 1.9</p> <p>1.16</p> <p>1.9, 2.8</p> <p>6.2, 1.2</p> <p>5.4</p> <p>2.37, 2.16</p> <p>2.37</p> <p>2.37</p> <p>5.3</p> <p>2.37</p> <p>5.4, 6.2</p> <p>2.36</p>	<p>Student will</p> <ul style="list-style-type: none"> • identify program expectations for Career Work Experience. • develop a training plan for on-the-job training. • participate in career work experience. • exhibit competencies/skills necessary for the chosen job. • identify skill areas needed for the specific job. • apply for employment, using application form, résumé, letter of application, interviews, and other employment forms. • demonstrate regular and punctual attendance. • exhibit appropriate on-the-job behavior. • demonstrate effective teamwork on the job. • exhibit proper appearance and dress for the job. • select ways to maintain health and fitness for the job. • accept constructive criticism. • summarize information concerning local, state, and federal labor laws affecting work experiences. • exhibit effective communication skills on the job. • demonstrate safety procedures on the job. • utilize appropriate transportation to and from work site. • use basic math application in relation to paychecks, banking, and taxes. • utilize technology on the job. • make financial decisions relating to effective use of pay checks. • explain work benefit packages. • apply the decision-making process to problems that arise on the job • identify reasons for job dismissal. • describe procedures to follow when changing jobs. • identify ways to advance at work. • identify the role of union and professional memberships in the world of work. • describe qualities of good leadership. • utilize time management skills. • update transition plans.
	<p style="text-align: center;">Connections</p> <ul style="list-style-type: none"> • Secretary's Commission Achieving Necessary Skills (SCANS) • National Occupational Information Coordinating Committee (NOICC) Career Development Competencies.